



## Houston Elementary

1475 Skylyn drive  
Spartanburg, SC 29349

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	375 Students	
<b>Principal</b>	Thomas Stokes	864-594-4448
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Conrad C. Hurst, III	864-594-4400

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Good
2007	Average	Below Average
2006	Below Average	Good
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

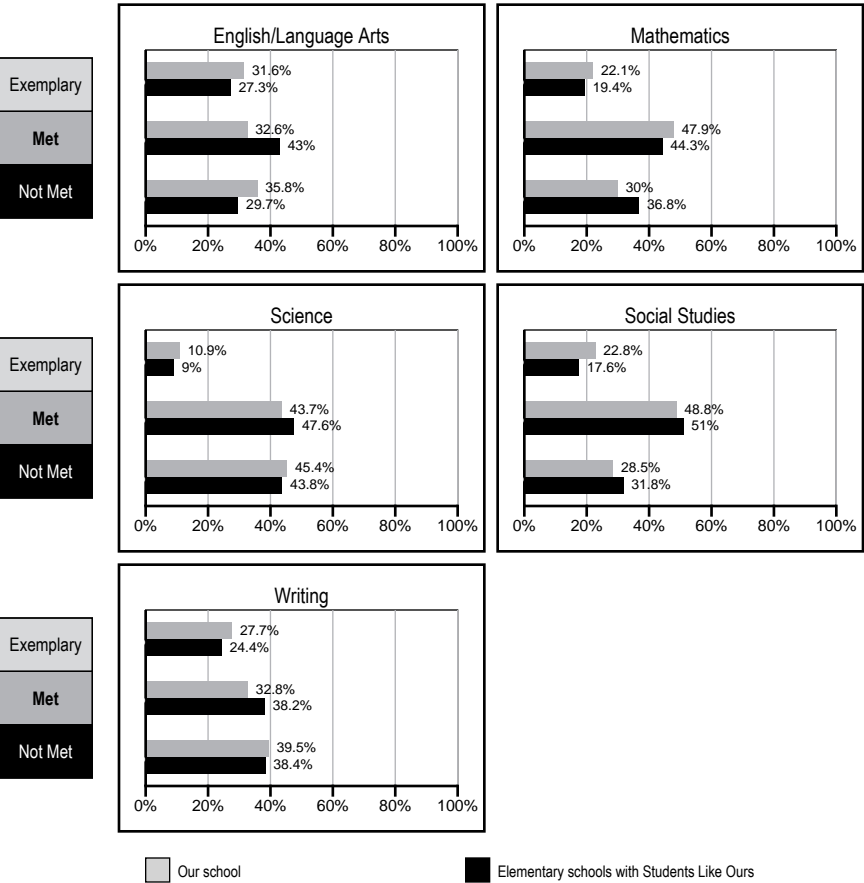
93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	85	30	5

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=375)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 2.5%	2.5%	1.9%
Attendance rate	95.7%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	14.2%	Up from 13.3%	6.1%	10.0%
With disabilities other than speech	10.8%	Up from 9.0%	9.0%	7.7%
Older than usual for grade	1.0%	Up from 0.4%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	72.7%	Up from 64.3%	57.0%	59.4%
Continuing contract teachers	81.8%	Up from 78.6%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	71.5%	Up from 71.2%	84.9%	85.9%
Teacher attendance rate	95.5%	Up from 93.1%	95.0%	95.1%
Average teacher salary*	\$49,384	Up 2.2%	\$46,058	\$47,149
Professional development days/teacher	15.3 days	Down from 16.7 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	0.0	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.2 to 1	17.9 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 88.0%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,458	Up 8.2%	\$7,756	\$7,458
Percent of expenditures for instruction**	61.4%	Down from 65.9%	68.1%	68.8%
Percent of expenditures for teacher salaries**	60.4%	Down from 63.9%	62.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Houston Elementary students strive to achieve excellence on a daily basis. Our well-trained and dedicated staff works diligently to provide each of our students with an enriched educational experience. For the second consecutive year, Houston received an “average” absolute rating on the state report card, and our improvement rating was the second highest in the district. As a result of our improved PACT (now called PASS) scores, Houston received the Palmetto Silver Award. Houston is currently in the second year of the South Carolina Teacher Advancement Program (SC TAP). Houston Elementary is proud of the success of our teachers and students. A third grade teacher was our Teacher of the Year. A fifth grade teacher received a Junior League Mini Grant, four teachers have obtained National Board Certification, and 100% of our faculty is highly qualified.

Our students distinguished themselves in numerous academic and related areas. Thirty-three students participated in our district Gifted and Talented program, six students received various art awards, and fifteen students participated in our Honors Band and Stings programs. Other individual honors included the State Honor Chorus, the Piedmont Regional Science Fair, the Regional Spelling Bee, the State Superintendent Writing Award, and the Kiwanis Club Terrific Kid.

To promote wellness and a commitment to the total growth of the child, our students had opportunities to participate in numerous extracurricular activities. Students participated in our Walk Your Child to School Day and participated in our Bike to School Day. Students also participated in our “Girls on the Run” club, Houston Running Club, Creative Expression Dance Club, Good News Club, and Junior Naturalist Club.

We are here to serve your children and encourage each of you to continue to take an active role in the educational process of your children. Remember, “Together We Can.”

Thomas Stokes, Principal  
Anna Fleetwood, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	32	36
Percent satisfied with learning environment	97.6%	67.7%	80.6%
Percent satisfied with social and physical environment	97.5%	69.0%	86.1%
Percent satisfied with school-home relations	85.4%	84.4%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	211	100	35.8	32.6	31.6	76.3	79.2	82.8	Yes	Yes
<b>Gender</b>										
Male	114	100	41.7	31.5	26.9	71.3	75.5	79.3	N/A	N/A
Female	97	100	28	34.1	37.8	82.9	83.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	31.7	38.1	30.2	79.4	90.2	89.5	Yes	Yes
African American	128	100	40.4	31.2	28.4	73.4	71.7	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.8	92.3	I/S	I/S
Hispanic	12	100	36.4	27.3	36.4	72.7	80.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	83.9	12.9	3.2	32.3	37.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	15.4	30.8	53.8	84.6	81.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	175	100	41.3	31.6	27.1	72.9	71.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	211	99.5	29.6	48.1	22.2	77.8	75.2	78.9	Yes	Yes
<b>Gender</b>										
Male	114	99.1	29.9	46.7	23.4	76.6	73.4	77	N/A	N/A
Female	97	100	29.3	50	20.7	79.3	77.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	98.4	29	38.7	32.3	77.4	88.1	87.2	Yes	Yes
African American	128	100	33.9	52.3	13.8	75.2	66	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.5	93	I/S	I/S
Hispanic	12	100	9.1	72.7	18.2	90.9	79.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	74.2	22.6	3.2	41.9	34.7	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	7.7	53.8	38.5	92.3	81.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	175	99.4	32.5	49.4	18.2	76.6	66.4	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	134	100	45.4	43.7	10.9	54.6	63.3	67.5
Gender								
Male	69	100	49.2	38.5	12.3	50.8	63.6	67
Female	65	100	40.7	50	9.3	59.3	62.9	68
Racial/Ethnic Group								
White	43	100	35.7	50	14.3	64.3	83.8	79.5
African American	78	100	53.8	41.5	4.6	46.2	49.1	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	73.7	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	68.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	24	100	81.8	13.6	4.5	18.2	30.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	69	59.6
Socio-Economic Status								
Subsided meals	112	100	51	41.8	7.1	49	51.7	55.1

Social Studies								
All Students	133	99.3	27.9	49.2	23	72.1	69.8	72.3
Gender								
Male	78	98.7	24.7	49.3	26	75.3	69.7	71.5
Female	55	100	32.7	49	18.4	67.3	69.9	73.2
Racial/Ethnic Group								
White	36	97.2	28.6	51.4	20	71.4	86	80.7
African American	87	100	27.3	53.2	19.5	72.7	58.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.6	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	72.2
Disability Status								
Disabled	23	95.7	66.7	28.6	4.8	33.3	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	112	99.1	33.3	49	17.6	66.7	59.4	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	218	98.6	39.2	33	27.8	60.8	66.7	70.2	95.7	95.6
<b>Gender</b>										
Male	121	98.4	45.9	29.7	24.3	54.1	60.5	63.2	96	95.4
Female	97	99	30.1	37.3	32.5	69.9	73.2	77.5	95.2	95.7
<b>Racial/Ethnic Group</b>										
White	65	100	42.2	31.3	26.6	57.8	82.2	79.1	94.5	95.5
African American	134	97.8	39.3	35.7	25	60.7	55.5	57.6	96.1	95.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	80.9	86.2	97.4	96
Hispanic	12	100	45.5	9.1	45.5	54.5	71.4	62.6	97.3	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	90	94.7
<b>Disability Status</b>										
Disabled	36	100	74.3	20	5.7	25.7	20.9	26.1	94.8	94.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	14	100	30.8	15.4	53.8	69.2	73	61.2	97.1	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	178	98.3	45.2	31.2	23.6	54.8	55.7	58.9	95.7	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	50	100	31	35.7	33.3	69
	4	55	100	48.1	19.2	32.7	51.9
	5	62	100	35.7	37.5	26.8	64.3
	6	44	100	25	40	35	75
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	50	100	28.6	52.4	19	71.4
	4	55	98.2	33.3	41.2	25.5	66.7
	5	62	100	37.5	48.2	14.3	62.5
	6	44	100	15	52.5	32.5	85
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	25	100	40	45	15	60
	4	55	100	48.1	42.3	9.6	51.9
	5	31	100	59.3	37	3.7	40.7
	6	23	100	25	55	20	75
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	26	100	9.1	54.5	36.4	90.9
	4	55	100	30.8	51.9	17.3	69.2
	5	31	96.8	46.4	28.6	25	53.6
	6	21	100	15	65	20	85
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	51	98	46.5	37.2	16.3	53.5
	4	57	98.3	43.4	30.2	26.4	56.6
	5	64	100	36.8	22.8	40.4	63.2
	6	46	97.8	29.3	46.3	24.4	70.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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